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Mark Scheme

Additional Sample Assessment Materials

Pearson BTEC Tech Award
in Health and Social Care
Component 3: Health and Wellbeing

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Component 3: Health and Wellbeing – Mark Scheme

General marking guidance

- All learners must receive the same treatment. Examiners must mark the first learner in exactly the same way as they mark the last.
- Mark grids should be applied positively. Learners must be rewarded for what they have shown they can do rather than be penalised for omissions.
- Examiners should mark according to the mark grid, not according to their perception of where the grade boundaries may lie.
- All marks on the mark grid should be used appropriately.
- All the marks on the mark grid are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks if the learner's response is not rewardable according to the mark grid.
- Where judgement is required, a mark grid will provide the principles by which marks will be awarded.
- When examiners are in doubt regarding the application of the mark grid to a learner's response, a senior examiner should be consulted.

Points-Based Mark Scheme Guidance

Points-based mark schemes are made up of:

1. Mark scheme rubric: A mark scheme rubric instructs an examiner as to how each mark is awarded.
2. Example responses: These demonstrate the type of acceptable responses that a learner might provide and where each mark is awarded.
3. Additional marking guidance: This informs examiners about any parameters which should be applied, for example 'accept any other appropriate/alternative responses'.

Applying the points-based mark scheme guidance

Examiners should follow the mark scheme rubric and use the example responses as a guide for the relevance and expectation of the responses. Learners must be credited for any appropriate response. Should learners provide answers that meet the rubric but in an alternative order, credit should be given.

Levels-Based Mark Scheme Guidance

Levels-based mark schemes (LBMS) have been designed to assess learners' work holistically. They consist of two parts:

1. Indicative content:
   Indicative content reflects content-related points that a learner might make but is not an exhaustive list. Nor is it a model answer. Learners may make some or none of the points included in the indicative content as its purpose is as a guide for the relevance and expectation of the responses. Learners must be credited for any appropriate response.
2. Levels-based descriptors:
   Each level is made up of a number of traits which when combined together articulate the quality of response that a learner needs to demonstrate. The traits progress across the levels to demonstrate the different expectations of each level. When using a levels-based mark scheme, the 'best fit' approach should be used.

Applying the levels-based descriptors

Examiners should take a 'best fit' approach to determining the mark.

- Examiners should first make a holistic judgement on which level most closely matches the learner's response. Learners will be placed in the level that best describes their answer. Answers can display characteristics from more than one level, and where this happens markers must use any additional guidance (for example weighting of traits) and their professional judgement to decide which level is most appropriate.
- The mark awarded within the level will be decided based on the quality of the answer and will be modified according to how securely all traits are displayed at that level:
  - marks will be awarded at the top of that level if the learner has evidenced each of the descriptor traits securely.
  - where the response does not securely meet all traits, the marks should be awarded based on how closely the descriptor has been met.

Question Number	Answer	Mark
1	Award **one** mark for the correct response. B – Substance misuse (1)	**(1)**

Question Number	Answer	Mark
2	Award up to **two** marks for two negative effects of mental ill health on health and wellbeing. • Anxiety/worry (1) • Poor self-esteem (1) • Isolation/exclusion (1) • Weight gain (1) • Lack of sleep (1) Effects can be physical, intellectual, emotional or social and both answers can come from the same category. Accept any other appropriate response.	**(2)**

Question Number	Answer	Mark
3	Award **one** mark for any of the following: • Inherited conditions (1) • Physical ill health (1) • Physical abilities (1) • Sensory impairments (1) Accept any other appropriate response. Accept specific examples.	**(1)**

Question Number	Answer	Mark
4	Award **one** mark for each correct response, up to a maximum of **two** marks. B – Savings (1) C - Employment situation (1)	**(2)**

Question Number	Answer	Mark
5	Award **one** mark for a negative effect of cystic fibrosis and a further **one** mark for a linked expansion, up to a maximum of **two** marks. • Poor growth (1) as mucus build-up stops absorption of nutrients (2) • Difficulty breathing (1) as mucus restricts the airways (1) • Infections (1) as the immune system is compromised (1) • Social isolation (1) as the individual is susceptible to infection so may avoid others (1) • Low mood (1) as living with a chronic/life-limiting condition can be upsetting (1) Effects can be physical, intellectual, emotional or social. Accept any other appropriate response.	**(2)**

Question Number	Answer	Mark
6	Award **one** mark for a negative effect of discrimination and a further **one** mark for a linked expansion, up to a maximum of **four** marks. • Anxiety (1) as fearful of it happening again (1) • Reduced self-esteem (1) as made to feel worthless (1) • Isolation (1) as do not feel accepted (1) • Anger (1) at not being treated fairly (1) • Self-harm (1) as coping mechanism (1) Effects can be physical, intellectual, emotional or social and both answers can come from the same category. Expansions may be interchangeable but can only be awarded once if appropriate. Accept any other appropriate response.	**(4)**

Question Number	Answer	Mark
7	Award **one** mark for giving a positive effect of living in a clean and tidy house on physical health. • Less likely to become ill (1) • Less likely to trip/ have an accident (1) • Better personal hygiene (1) Accept any other appropriate response. Allow specific examples.	**(1)**

Question Number	Answer	Mark
8	Award **one** mark for a positive effect of supportive relationships with friends on emotional wellbeing and a further **one** mark for a linked expansion, up to a maximum of **four** marks. • Feeling valued (1) as you are accepted by your peers (1) • Feeling happy (1) because you have people to celebrate and make memories with (1) • Improved self-esteem (1) as you have people to rely on in difficult times (1) • Feel less stressed (1) have people to talk to (1) Expansions may be interchangeable but can only be awarded once if appropriate. Accept any other appropriate response.	**(4)**

Question Number	Answer	Mark
9	Award **one** mark for giving a negative emotional effect of redundancy. • Sense of loss (1) • Feelings of shame/embarrassment (1) • Feeling guilty (1) • Sadness (1) • Anxiety (1) Accept any other appropriate response.	**(1)**

Question Number	Answer	Mark
10	Award **one** mark for an effect of moving to a new town on social wellbeing and a further **one** mark for a linked expansion, up to a maximum of **four** marks. • Reduced social interactions (1) because they do not know where to go to socialise (1) • Exclusion from social occasions (1) because they do not have any friend networks (1) • May lose friends (1) because they now live too far away to maintain the relationship (1) • Making new friends (1) because there could be new social opportunities (1) • Reduced negative interactions (1) due to different environment (1) Effects can be positive or negative. Expansions may be interchangeable but can only be awarded once if appropriate. Accept any other appropriate response. Do not accept reverse arguments.	**(4)**

Question Number	Answer	Mark
11	Award **one** mark for the correct response. Normal / ideal / healthy weight (1)	**(1)**

Question Number	Answer	Mark
12	Award **one** mark for correctly identifying one impact on current physical health and a further **one** mark for a linked expansion, up to a maximum of **four** marks. • High blood pressure (1) because the heart must work harder to pump blood around the body (1) • Joint pain (1) due to the extra bodyweight placing a strain on his joints (1) • Sleep apnoea (1) because fatty tissue in the neck can block the airways (1) • Shortness of breath (1) due to excess fat in and around the chest/lungs (1) Expansions may be interchangeable but can only be awarded once if appropriate. Accept any other appropriate response.	**(4)**

Question Number	Answer	Mark
13	Award **one** mark for how physical inactivity could increase Leroy's BMI and a further **one** mark for a linked expansion, up to a maximum of **two** marks. • He may not be burning as many calories as he consumes (1) so the excess energy will be stored as fat (1) • He may become more insulin resistant (1) which can lead to weight gain (1) • His digestion may become inefficient due to lack of movement (1) so sugars and fats are retained in the body (1) Accept any other appropriate response.	**(2)**

Question Number	Answer	Mark
14	Award **one** mark for the correct response. A – Ability (1)	**(1)**

Question Number	Answer	Mark
15 Synoptic question	Answers will be credited according to the learner's demonstration of knowledge and understanding of the material, using the indicative content and level descriptors below. The indicative content that follows is not prescriptive. Answers may cover some or all of the indicative content, but learners should be rewarded for other relevant answers. **Indicative content** • As he works long and unsociable hours, it may be difficult to find time to join exercise classes • As he has a desk job/ works at a computer all day, it is difficult to incorporate physical activity into his working day • As he has a disability, some physical activity may be more difficult for him to do • As he lives on the 5th floor and has a disability, it may be difficult for him to get outside to take part in exercise • As he lives alone, he may lack company for physical activity such as walks	**(6)**

Level	Mark	Descriptor
Level 0	0	No rewardable content
Level 1	1 – 2	• Demonstrates isolated knowledge and understanding, there will be major gaps or omissions. • Few of the points made will be relevant to the context in the question. • Limited discussion which contains generic assertions rather than considering different aspects and the relationship between them.
Level 2	3 – 4	• Demonstrates some accurate knowledge and understanding, with only minor gaps or omissions. • Some of the points made will be relevant to the context in the question, but the link will not always be clear. • Displays a partially developed discussion which considers some different aspects and some consideration of how they interrelate, but not always in a sustained way.
Level 3	5 – 6	• Demonstrates mostly accurate and thorough/detailed knowledge and understanding. • Most of the points made will be relevant to the context in the question, and there will be clear links. • Displays a well-developed and logical discussion which clearly considers a range of different aspects and considers how they interrelate, in a sustained way.

Question Number	Answer	Mark
16 (a)	Award **one** mark for correctly identifying a recommended action that considers Sonia's needs and circumstances and **one** further mark for a linked expansion of the way the action will improve Sonia's health and wellbeing, up to a maximum of **six** marks. (i) Stating three actions that the doctor could suggest that will improve Sonia's health and wellbeing. • To reduce alcohol consumption (1) • To follow the Eatwell Guide (1) • To increase physical activity (1) • To get professional support to monitor her blood pressure (1) (ii) Ways the actions could improve Sonia's health and wellbeing. • To reduce the risk of alcohol-related cancers (1) • To reduce the risk of weight gain/obesity (1) • To strengthen bones and muscles (1) • To reduce the risk of cardiovascular disease (1) • To reduce the risk of type 2 diabetes (1) Expansions (ways) may be interchangeable but can only be awarded once if appropriate. Accept any other appropriate response that shows a consideration of Sonia's needs and circumstances.	**(6)**

Question Number	Answer	Mark
16 (b)	Award **one** mark for correctly identifying a way formal support could improve Sonia's health and wellbeing and **one** further mark for a linked expansion, up to a maximum of **four** marks. • Can provide evidence-based information (1) so she can make informed lifestyle choices (1) • Can monitor her blood pressure (1) so she knows whether her lifestyle changes are working (1) • She can share her situation with others (1) and learn new strategies and techniques (1) • Can provide treatment (1) to reduce her high blood pressure (1) • Can make referrals (1) to secondary care for treatment/ social prescribing to make changes (e.g., gym membership) (1) Accept any other appropriate response that shows a consideration of Sonia's needs, wishes and circumstances.	**(4)**

Question Number	Answer	Mark
17 (a)	Award **one** mark for correctly identifying one barrier that may prevent Reem from improving her health and wellbeing and **one** further mark for a linked expansion, up to a maximum of **four** marks. The answer must show a consideration of Reem's needs, wishes and circumstances. Barriers to people with a sensory disability • She may find it difficult to see hazards on the road/pavement (1) which could make it difficult to move around the city and attend services without support (1) • She may have difficulty reading information due to her vision impairment (1) which could make it difficult to receive health promotion (1) Barriers to people with different cultural backgrounds • She may not understand how health and social care services operate in the UK (1) doesn't know what services are available/what she is entitled to (1) Barriers to people that speak English as an additional language • She may struggle to understand others (1) which could make it difficult to receive verbal information on how to improve her health (1) • She may struggle to read written English (1) which could mean she cannot read posters and information advertising services (1) Accept any other appropriate response that shows a consideration of Reem's needs, wishes and circumstances. Expansions may be interchangeable but can only be awarded once if appropriate.	**(4)**

Question Number	Answer	Mark
17 (b)	Award **one** mark for correctly identifying one obstacle that may prevent Reem from improving her health and wellbeing and **one** further mark for a linked expansion, up to a maximum of **four** marks. The answer must show a consideration of Reem's needs, wishes and circumstances. Emotional/ psychological • She lacks motivation (1) may avoid making improvements to her health and wellbeing (1) • She feels embarrassed or stigmatised (1) may be reluctant to ask for help (1) Availability of resources • She is living on universal credit (1) she might not have the money to buy nutritious meals/pay for formal exercise opportunities (1) Lack of support • She does not have a support network (1) might find it harder to take part in exercise with her vision impairment (1) • She is new to the country (1) she may be unaware of what services are available help to improve her health (1) Accept any other appropriate response that shows a consideration of Reem's needs, wishes and circumstances.	**(4)**

Question Number	Answer	Mark
18 Synoptic question	Answers will be credited according to the learner's demonstration of knowledge and understanding of the material, using the indicative content and level descriptors below. The indicative content that follows is not prescriptive. Answers may cover some or all of the indicative content, but learners should be rewarded for other relevant answers. **Indicative content** • Security and contentment because she has an intimate life partner to share highs and lows with • High self-esteem/self-concept as she has a job she enjoys, and she might feel like she is making a valid contribution to society • Feelings of pride as her child moves on to the next phase in their life • Confusion/anxiety over her symptoms and what might be causing them • Perimenopause/menopause can have an impact on emotional wellbeing, such as low mood • She might feel sad that she will no longer be fertile due to the menopause, as this represents a major milestone in a woman's life • She might have feelings of sadness that her daughter is leaving home (empty nest syndrome) which may also impact her self-image (mother figure) • She may find her confidence declines, or she becomes unsure of her self-image as she experiences the onset of the ageing process, such as skin losing elasticity and fine lines/ wrinkles appearing	**(6)**

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